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ABSTRACT

The American Association of Junior Colleges undertook a survey of 228 junior college administrators to assess the adequacy, as well as availability, of in-service professional development activities for staffs of 2-year institutions. The results indicated that there was a critical need for in-service programs at or near the 2-year institutions. Graduate institutions must cooperate with the 2-year institutions in planning such programs. Approaches to provide these programs must be developed, evaluated, and implemented. The programs should carry some kind of graduate recognition which will be applicable to an advanced degree; adequate instructional and library resources must be provided and, where appropriate, regional resource centers must be established. Video-tape and other instructional techniques should be used whenever feasible. (AF)

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FOREWORD

The times provoke us. They are times that demand we awake and come alive to the conditions of our sons and brothers . . . times that demand we discontinue actions or re-examine beliefs that are the sources of so many problems . . . times as rich as any in dragons to be slain . . . times as full as any of the engaging argument that is life . . . times perhaps no different in these respects from other times, but times that are *ours* with the cares and the hopes that are implied.

Children, the people we once were and still are in some ways, are the gadflies to these times. They nip us into seeing what custom blinds us to. They unconsciously make us prod ourselves to slay our dragons and clear our problems from what will be their battlefields.

Gadfly activities have long prospered in our schools and universities. All our diverse national origins have blended and produced a common cultural heritage through these activities in the schools. This uniting function was expected of the schools, and it has long since become society's attitude to look to the schools and to the educators who maintain those ongoing institutions, to solve our social problems. To expect much of the schools and their people is only to expect much of ourselves as present society. Hence, if the schools are troubled, it is because we are troubled.

The members of the faculty of the Curry Memorial School of Education recognize the need for new ideas in education, research and information of wide professional concern to ease our troubles. Increasingly, as educators and as members of the world community, we wish to interact in *our* time and with our fellows, to be gadflies and to engage other gadflies.

We encourage the use of specialized tools to dig out tentative responses, suggestions of means, parts of answers. As gadflying specialists, we know that problems must be attacked from many directions. We recognize the interdependence of the various scholarly pursuits and we also

recognize that fresh insights and experimentation will be sparked by multi-disciplinary approaches. The interdependent nature of our studies demands effective communication, the need to avoid unintelligible technical prose, as well as "the false clarity of over-simplification."

Mindful of these things, we publish from time to time "occasional papers" on a variety of educational topics designed to raise new questions, stimulate the creation of new ideas, and foster research aimed at discovering "why." These papers suggest rather than conclude. Our hope is that we may interact with the times, to do our part to solve the problems, to out gadfly our gadflying children.

James H. Bash
Professor of Education
Director of Field Services

PREFACE

The topic of this second Occasional Paper evolved from a growing awareness of the need for program development in the area of higher education. It is presented by the Center for Higher Education of the Curry Memorial School of Education. The Center serves three basic functions: preparation of personnel for administrative and teaching positions in institutions of higher education, accomplishment of research contributing to the knowledge concerning higher education, and provision of consultative and developmental service to institutions and agencies of higher education.

Jay L. Chronister
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Introduction

The preparation of both teaching and administrative personnel to staff America's two-year colleges has been a much discussed issue in higher education in the past ten to fifteen years. A number of highly successful leadership development programs have been designed and implemented to prepare administrative personnel for these colleges, the most notable being those supported by the W. K. Kellogg Foundation. Although these programs to prepare administrative personnel have not been able to meet all the needs in this area, progress is being made in developing administrative leadership.

Since administrative needs are finding some solution, the greatest need remains in the area of preparing faculty for these institutions. Singer[1] points out this concern in his article on the need for a community college institute to train community college faculty. He cites the inadequate preparation in subject-matter areas, teaching skills, and understanding of the community college philosophy and mission by those individuals who are trained in traditional teacher preparation programs in four-year institutions. Lack of adequate initial preparation, in addition to changing educational technology in both instructional and administrative areas, has placed burdens upon the two-year institutions to provide opportunities for in-service professional development of faculty and staff.

Many comprehensive community colleges must provide opportunities for faculty who combine teaching with an occupation in business, professions, or

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[1] Singer, Derek S., "Do We Need a Community College Institute?" *Junior College Journal*, 39: 36-40, October, 1968.

trades.[2] These faculty members can make invaluable contributions to the instructional areas because of their knowledge of contemporary occupational requirements, but they may lack understanding of the teaching-learning process. The community college is obligated to provide opportunities for these people to learn this process.

Review of AAJC Survey

Much recent research activity on the subject of two-year colleges has been concerned with in-service development of faculty and staff. The American Association of Junior Colleges undertook a survey of 228 junior college administrators to assess the adequacy, as well as availability, of in-service professional development activities for staffs of two-year institutions. The report[3] on this survey has provided, in graphic form, an insight into the critical needs for in-service programs. In addition to citing program needs, the survey has also placed before graduate institutions, a challenge for meaningful involvement to help alleviate the needs. A brief review of the results of the study provides a perspective of the conditions under which in-service training should be supplied. The study also provides a basis for delineating the role of graduate institutions in meeting in-service needs of two-year institutions.

Survey questions regarding conditions for providing in-service study covered six basic areas: location of training, schedule of programs, duration of training, funding, type of credit, and current availability of such training. The preferred location of in-service programs of 59 per cent of the respondents was on-campus, while another 28.5 per cent preferred a location within fifty miles of the campus. Location of training is a critical consideration when the institu-

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[2]Gleazer, Edmund J., Jr., *This Is The Community College.* Boston; Houghton-Mifflin Co., 1968, p. 120.

[3]Singer, Derek S., *In-Service Training for Two-Yeer College Faculty and Staff*, Washington, D. C.: American Association of Junior Colleges, 1969.

tion is interested in effecting the largest possible number of faculty and staff. It is also important when considering utilizing the unique characteristics of the community college as a resource and the graduate institution as a learning laboratory.

If these programs are indeed going to meet the needs of the actively-teaching faculty, the question must be answered of when to offer in-service programs. Survey answers indicated that 55 per cent of the respondents felt that "during the school year" was most desirable, while slightly more than 28 per cent chose summers. Only 14.8 per cent chose "during school breaks and vacations." The answer to this question and to the previous one on location point to the conclusion that the in-service personnel being on-campus and available will enhance the potential impact of the program.

In answer to the question of duration of in-service, respondents cited a wide range of possibilities. Nearly 30 per cent of the respondents indicated less than one week; nearly 31 per cent cited one to two weeks; slighly more than 16 per cent indicated two weeks to a month; approximately 9 per cent cited one to two months.

These figures gain relevance in view of the 62 per cent who thought graduate credit desirable and the 12.9 per cent who felt it essential. The factor of graduate credit is significant because promotions and professional mobility are tied to the accumulation of credits and advanced degrees. If in-service faculty and staff are seeking graduate credit for professional development training, consideration must be given to the length of such programs.

As indicated in the survey, there is also a need for short courses and workshops. Nearly 42 per cent of the respondents indicated such programs were unavailable. Only 3.7 per cent indicated such programs were adequately available.

The study identified needs for in-service programs

and the relative availability of such programs. The one variable critical to all such programs is the financial support necessary to underwrite their costs. When asked whether their institutions would be willing and able to pay faculty instructional and living expenses in support of the programs, nearly 19 per cent had no answer or did not know, 26.4 per cent indicated no support, 28.4 per cent indicated potential for support up to one half the cost, 12.7 per cent were willing or able to pay one-half the cost, and 13.7 per cent the total cost. It is not possible from the reported results of this survey to determine the difference between the institutions' ability and desire to pay costs. The number of two-year colleges involved in training grants under the Education Professions Development Act (Part E) may indicate their desire to provide extensive in-service programs, but their lack of financial ability to individually meet such needs.

The Role of Graduate Institutions

In view of the results of the study of in-service training needs, it seems appropriate that graduate institutions should play a role in meeting these defined needs with programs tailored to the unique requirements of the two-year institution. Too often in the past, four-year and graduate institutions have prescribed programs which at best have perpetuated existing problems rather than alleviated them. The involvement now needed must be on a cooperative basis, typified by full partnership between the two-year and the graduate institutions. The key is cooperation in the venture.

One of the problems which has arisen in the involvement of graduate institutions in programs of in-service training for two-year colleges has been their lack of understanding of the basic philosophy of the two-year institution, as well as its peculiar problems. If, as this article prescribes, the graduate institution

has a role in meeting the needs of the two-year college for in-service professional development activities, it must come to a better understanding of the two-year college.

The participation of the graduate institutions should involve the provision of both formal credit courses and non-credit workshops and institutes as requested by the two-year institution. The formal course work should, as appropriate, involve graduate level instruction applicable to advanced degrees and what might be classified as in-service training courses of a credit structure but not necessarily graduate level. Whereas the graduate courses may be the traditional offerings of the graduate institution, the in-service training courses may be designed to meet the specific needs of the two-year institution at a particular point in time.

The procedural aspects of the graduate institution's involvement in in-service programs is many times as much of a stumbling block as the program content. Traditionally, opportunities for in-service training have involved bringing interested personnel to the graduate institution for year-long institutes or for short-term summer programs. As community college systems and the numbers of staffs desiring opportunities increase, the feasibility of meeting needs through traditional methods will decrease. What is needed at this time are innovative approaches to the provision of opportunities for professional development.

Two factors should guide the development of future programs of in-service development. The first is the increasing demand that such programs carry some kind of graduate level recognition which will be applicable to an advanced degree. In basic terms, where possible and academically feasible, major consideration should be given to structuring the course or institute at the graduate level. This will enhance the attractiveness of the program and assist the individual in advancing his professional credentials. The second factor is

the need for providing more opportunities for in-service professional development at the community college itself. As indicated earlier in the paper, this will increase the potential impact of programs by increasing the size of the participant population.

A major consideration in taking in-service programs, especially graduate level offerings, to the community college campus is the necessity of providing adequate instructional and library resources to support the endeavor. Developing the calibre of resource material necessary for offering graduate programs away from the graduate institution must be a cooperative responsibility. The university must be willing to take responsibility for defining what are adequate resources and indicating the kinds of support it can provide in achieving the necessary level, while the community college must be willing to provide space for housing such material as well as providing financial support to supply the bulk of the necessary materials.

In those situations where one or more graduate institutions may cooperatively or individually work with a system of the community colleges, the development of regional resource centers may be more appropriate and financially feasible than the development of major resources at each community college. This is especially appropriate when several community colleges may be geographically within relative commuting distance of each other. In this case, a regional resource center could serve several two-year institutions.

As the roles of graduate institutions in providing in-service faculty development programs for community colleges are defined and delineated, attention to innovative approaches to providing meaningful experiences are necessary. Since much of the demand for in-service faculty development programs arises from societal and technological change, basic technological and instructional innovations should be utilized in providing these programs.

Another consideration in making plans for in-service programs, especially graduate level courses offered at the community college, is the availability of teaching faculty. This problem is critical when the community college is located a significant travel distance from the graduate institution. In order to provide programs under these circumstances, teaching faculty should utilize technological advances, such as video-tape instruction, and other techniques, that permit instruction on an individual basis or in groups without the necessity of a faculty member meeting the traditional specified number of periods and hours. The whole realm of instructional methodology revolving around games, simulation, and case studies should also be investigated for applicability to in-service professional development programs.

The personnel and instructional resources that the graduate institution can provide in working with the community college in developing innovative approaches to in-service training can have several positive effects in addition to elevating the faculty availability situation. Through joint efforts between faculties of the two institutions, the important concept of professional communication between colleagues will be enhanced and mutual concerns and insights shared. Second, and possibly more important, the graduate institution should gain an insight into and an understanding of the particular areas wherein they have not adequately prepared faculty for community college teaching.

Summary

In summary, the need for in-service professional development programs for community college faculty and staff is a documented and very real issue facing contemporary higher education. If the needs, as defined

by community college administrative personnel, are to be met effectively and efficiently, it will be a cooperative and combined effort on the parts of community colleges and graduate institutions. The cooperative approach should involve the two-year and graduate institutions in full partnership, defining specific needs, evaluating content and methodological approaches to meeting the needs with the unique resources and weaknesses of each kind of institution clearly in mind.

With the increasing demand for in-service programs to be provided at the community college campus, new approaches to providing the programs must be developed, evaluated, and implemented. The various advances in instructional technology, including sophisticated hardware, hold much promise for application in this area of in-service programs. Through the development of quality programs of a self-instructional nature, the graduate institution should be willing to provide for the awarding of graduate credit for certain kinds of in-service programming carried on at the two-year institution. The necessity for the development of resources sufficient to support limited graduate programs of an in-service nature at the site of the programs is inherent in this concept.

The role of the graduate institution is to become an active participant in evaluating the needs for training, evaluating potential approaches to meeting the needs, and becoming actively involved in developing innovative methods of providing programs. Because of the scope and depth of in-service needs, the traditional "come to the university" approach will not suffice.

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